



21st Century Community Learning Centers Executive Summary 2004-2005

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ELIZABETH BURMASTER, STATE SUPERINTENDENT

Introduction

Since 2002, the Wisconsin Department of Public Instruction (DPI) has administered the federally funded 21st Century Community Learning Centers (CLC) program. Grants are awarded to applicants proposing to implement after-school, before-school and summer school programs in schools with high concentrations of students from families with greater economic disadvantage. Priority is given to applicants proposing to serve students from schools identified for improvement or failing to make “adequate yearly progress” according to standardized test scores. Program services include tutoring, direct instruction, or academic enrichment activities in reading and math. Grantees are free to offer additional recreation and enrichment activities, but the core of the program is academic services to those most in need. The DPI views the program as a critical strategy to close the achievement gap between economically disadvantaged students, students of color and their peers. The CLC program helps the DPI and its partners meet the New Wisconsin Promise.

The 2004-05 school year marked the third academic year in which the DPI awarded CLC funds. A total of \$11,000,000 was provided for 110 centers starting or continuing programs. All centers received technical assistance and training from the DPI and its partners.

This report reflects the activity of those 110 centers, which operate in both urban and rural communities. The information contained in this report was submitted by Wisconsin CLCs to the U.S. Department of Education, which collects uniform data from grantees in all U.S. states and territories.

The information in this report is encouraging and reflective of the outstanding efforts made by dedicated program coordinators, instructional staff, and activity leaders. Compared to data from 2003-04, the results for 2004-05 show growth in the percentage of students regularly attending CLCs and the percentage of students with grade and behavior improvements, among other accomplishments.



In 2005, a statewide after-school program network was established by the Department of Public Instruction, University of Wisconsin-Extension, Wisconsin Council on Children and Families, and other partners. This work and the subsequent success of the Wisconsin Afterschool Network will undoubtedly pay dividends for Wisconsin's students through greater access to enhanced after-school program services.

The great need and demand for high quality after-school programs that address both academic and developmental needs of youth continue to increase. In 2004-05, more than 100 communities were not funded through the CLC grant program due to a lack of funds. This shows a significant need for more and improved after-school programs. As demonstrated in the data in this report, after-school programs hold great potential to help meet the needs of a large number of Wisconsin youth.

For more information, and an electronic copy of this document, go to dpi.wi.gov/sspw/clc.html

Summary & Conclusions

Large Numbers of Students with Needs Served

A total of 21,105 students were served in Wisconsin's 110 21st Century Community Learning Centers in 2004-05. Of these, 14,585 were regular attendees, participating in activities 30 or more days during the school year. Centers typically recruit students with the highest needs for academic support. Of the regular attendees:

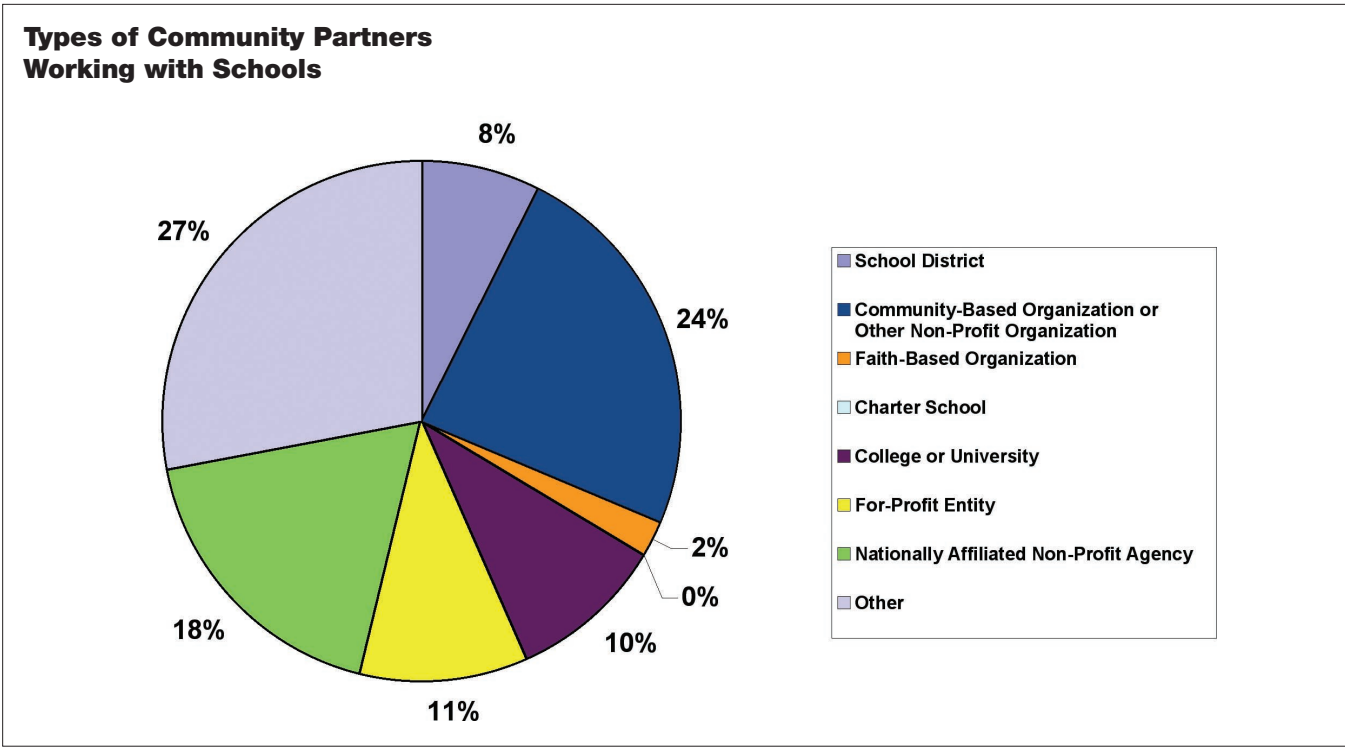
- 80% were economically disadvantaged.
- 76% were students of color, including 42% Black (not Hispanic), 25% Hispanic, 4% Asian, and 4% American Indian.
- 11% were English Language Learners.

Twenty-seven percent of the students were not yet proficient in mathematics, and 20% were not yet proficient in reading/language arts, as demonstrated by standardized tests early in the program year.

School and Community Partnerships Strengthened

All CLCs involved partnerships between schools and community organizations. A total of 541 community organizations worked with schools. The types of partners ranged from community-based organizations and national nonprofit organizations to units of government and libraries. The organizations played many roles, primarily providing programming, staffing, volunteers, and materials.

Community partners contributed a variety of program activities, staffing, related services, and goods. The total value of these contributions by 541 Wisconsin CLC partners in 2004-05 was estimated to be about \$2,049,632. This does not include contributions from the schools that housed the CLCs.

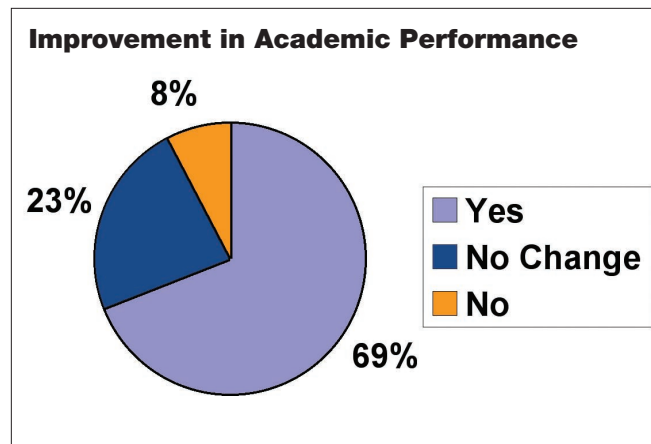


Wide Range of Activities Provided

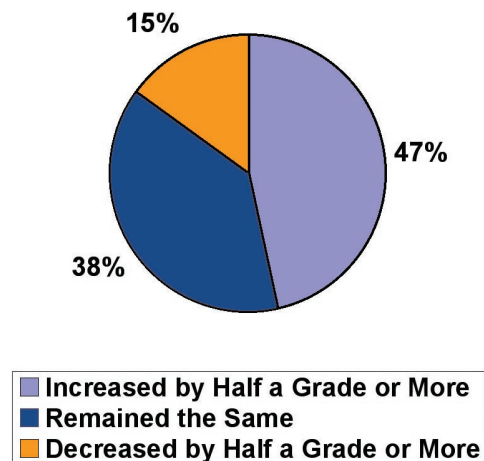
The CLCs balanced academic support with other youth development activities to provide a rich array of programs and services. The overwhelming majority of centers offered reading and mathematics programming (97% and 95%, respectively), recreation (96%), tutoring (85%), academic enrichment (92%), and art and music education (90%). Other common activities included cultural activities, social studies, health education, science, parental involvement and family literacy, drug and violence prevention, youth leadership, technology education, service-learning and mentoring. On average, centers were open about 16 hours a week during the 2004-05 school year.

Student Academic Performance Improved

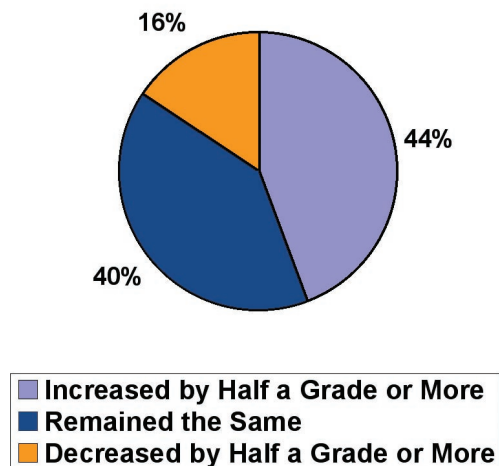
Students' primary teachers reported an increase in academic performance by 69% of the regular attendees. Comparing the end of the school year to the first grading period, nearly half of regular attendees increased their grades in reading/language arts (47%) and mathematics (44%).



Reading/Language Arts Grades Fall 2004 to Spring 2005



Math Grades Fall 2004 to Spring 2005

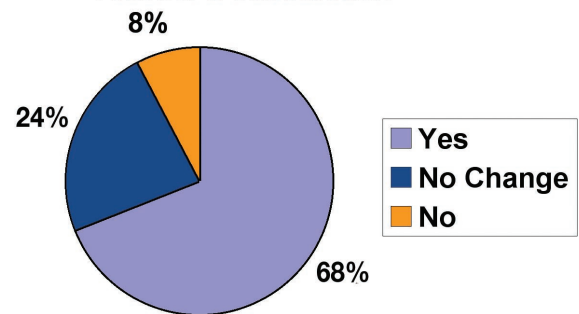


Student Behavior Improved

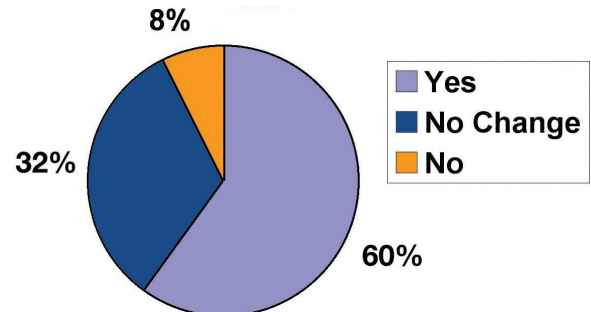
Students' primary teachers reported the following improvements in student behavior:

- 66% of students improved in class participation.
- 68% of students improved in completing homework satisfactorily.
- 65% of students improved in turning homework in on time.
- 60% of students improved in coming to school motivated to learn.
- 59% of students improved in being attentive in class.
- 56% of students improved in getting along well with other students.
- 54% of students improved in behaving well in class.
- 51% of students improved in volunteering for extra credit or responsibility.
- 45% of students improved in attending class regularly.

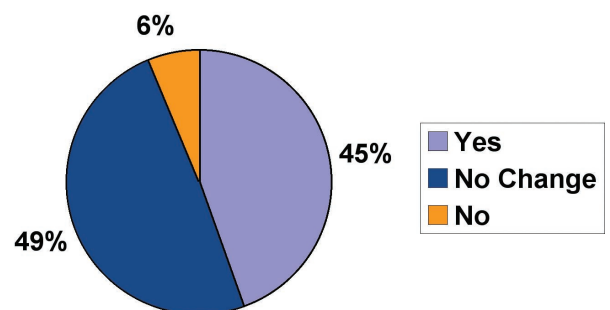
Improvement in Completing Homework to Teacher's Satisfaction



Improvement in Coming to School Motivated to Learn



Improvement in Attending Class Regularly



Successes

Wisconsin's 21st Century Community Learning Center programs and students had a successful year.

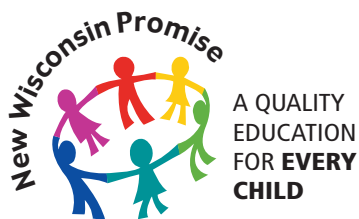
In 2004-05, Wisconsin's 110 Community Learning Centers:

- served large numbers of students, primarily economically disadvantaged students and students of color;
- brought together schools and many community partners to create and sustain programs before and after school and during the summer;
- implemented a wide variety of academic and youth development programs;
- reported a high rate of progress in meeting their program objectives;
- documented grade improvement in reading/ language arts and mathematics for substantial proportions of their students; and
- demonstrated program impact through teacher reports of improved academic performance and student behavior in school.

The 2004-2005 21st Century Community Learning Centers program and student performance report data are very encouraging and offer areas for continuous improvement for coming years.



These results suggest that Wisconsin's 21st Century Community Learning Centers are helping to meet the New Wisconsin Promise to close the achievement gap between economically disadvantaged students, students of color and their peers.



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